

The Attitudes of Students towards Role-Play Based Video Classes: From Multiple Intelligence Perspective

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ABSTRACT

As technology is getting more integrated with English language teaching process, using videos has also gained popularity. In addition to the development of technology, great emphasis on communicative language teaching increases the popularity of videos. With the help of videos, students deal with real-life language as well as the rules they are exposed to as part of their curriculum. Sometimes, video is even considered as a separate class as part of the curriculum beside the main course. In spite of its facilitating role, students are generally the passive participants who are responsible for watching the theme, and answer the questions about it. Students are only expected to comprehend the story and catch some words in order to do the exercises on a sheet of paper. However, in a communicative language teaching environment, students need to be the active participants of their learning process. If video is regarded as fundamental to develop communicative skills, students should use it, not the questions. Otherwise, using the language becomes a vehicle instead of a goal. This can be achieved by integrating role-play with video classes. This study aimed to reveal the attitudes of learners towards role-play in video classes. It was applied with 20 students and lasted for 4 weeks. Different groups were given video scripts and assigned with performing it in an appropriate environment. Then, the rest of the students in the class watched the video and made discussions about it. The data was collected with an attitude scale and a multiple intelligence scale to determine their attitudes considering their intelligence type. At the end of the study, it turned out that while the learners who have linguistic, logical-mathematical, interpersonal and bodily-kinesthetic have find it useful and motivating, intrapersonal learners prefer only to watch and answer the questions.